

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)		FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small> <div style="text-align: right; font-size: small;"> RECEIVED TEXAS EDUCATION AGENCY 7/19 APR 30 PM 3:50 GRANTS ADMINISTRATION CENTER </div>
Grant Period:	August 1, 2018 – July 31, 2019		
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
The Varnett Schools Inc.		101814	N/A
Vendor ID #	ESC Region #	DUNS #	
1760297121	4	614585250	
Mailing address		City	State ZIP Code
P.O. Box 1457		Houston	TX 77251-
Primary Contact			
First name	M.I.	Last name	Title
Margaret	P	Stroud	Superintendent
Telephone #	Email address		FAX #
(713) 667-4051	mstroud@varnett.org		(713) 726-7688
Secondary Contact			
First name	M.I.	Last name	Title
Sandra		Smith	Chief Financial Officer
Telephone #	Email address		FAX #
(713) 667-4051	ssmith@varnett.org		(713) 726-7672
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Margaret	P	Stroud	Superintendent
Telephone #	Email address		FAX #
(713) 667-4051	mstroud@varnett.org		(713) 726-7688

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.



701-18-111-055

Schedule #1—General Information

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 101814	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 101814	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101814

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 101814			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

				A	B	C	D
#	Schedule #	Class/ Object Code	Amount	Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$		\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$		\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$		\$	\$	\$
4.	Schedule #10: Operating Costs	6400	\$		\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$		\$	\$	\$
7.	Total direct costs:		\$		\$	\$	\$
8.	Indirect cost (%):		\$		\$	\$	\$
9.	Total costs:		\$		\$	\$	\$

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Varnett Public School is applying for the 21st Century Community Learning Center grant in order to improve Science, Technology, Engineering, Arts, Mathematics and Sports (STEAMS) education with our program entitled FULL STEAMS AHEAD (FSA). This program is designed to increase student achievement outcomes, foster interest in STEAMS careers for the 21st Century, and establish an athletics-based enrichment program linked to socioemotional development. The activities will reinforce and complement the regular academic programs and are targeted to students' academic needs. Implementation of the 21st century grant aligns to the following district improvement goals: 1) increase student proficiency on the district and state benchmark assessments in core areas 2) increase parental engagement in academic activities 3) increase average daily attendance rate for students; and 4) decrease the number of office referrals.

Budget Development: In order to determine the total budget requested in this grant, the Superintendent, Chief Financial Officer (CFO), Curriculum, and Instruction Officer (CIO), Professional Development Director (PDD) and Campus Directors (CD) determined funding needs based on district and campus improvement plans, identified current district and school funding sources, noted student achievement gaps, assessed campus needs and assets, and discussed the state and quality of current parent and family engagement on each campus.

District Demographics: District is classified as a Title I. VPS has an average economic disadvantage rate of 87.5% which is 28.5% higher than the state average of 59.0%. 59.5% of all VPS students are identified as at-risk, and 44% are English Language Learners with a district mobility rate of 20%. Although our district continues to meet the standard, 2017 revealed the lowest scores in the last three years in all subjects and core later discussed in Schedule 16.

Needs Assessment: VPS administrative and instructional leaders annually assess district need and continually analyze data as new data and test results become available. This team includes the Superintendent; the CFO, CIO, Communications Officers, CD, and Special Populations Director. The Superintendent creates and determines the efficacy of the needs assessment process. Campus needs assessments and improvement plans are synthesized by the CIO and become part of the overall district needs assessment and improvement plan with input from the district and parent stakeholders. Findings drive allocation and coordination of curriculum, instructional materials, finances, facilities, technology, and human resources.

Grant Management: The Superintendent, CFO, and CIO will oversee implementation of FSA through direct supervision of the Cycle 10 21st CCLC Project Director. The Project Director, in turn, will oversee the activities of the Family Engagement Specialist and the 4 Site Coordinators. Together, these positions make up the FSA Project Management Team (PMT). In addition, the FSA Advisory Council will include the Project Director, at least one Site Coordinator, one school leader, one representative from community partnership, at least one parent, one teacher, and one student, as well as other positions appointed by the Superintendent or designee.

Program Evaluation: The FSA PMT, together with the external independent Project Evaluator, will use qualitative and quantitative data methods and analysis (see Schedule #17, Part 3) to gather and analyze data, make informed decisions on program efficacy, and guide progress measurement and program adjustment. During the project period, the team will consider data from test scores, attendance, disciplinary incidents and referrals, and participant feedback, as well as student voice and choice instruments and school leader recommendations. The Project Evaluator will assist the Project Director in completing all reports as required by TEA.

Alignment to Statutory/ TEA Requirements: The signature of the Superintendent on page 1 and the responses in each section ensure that VPS has completely and accurately answered all statutory and TEA requirements for this Texas 21st CCLC grant application. Prior to submission, all aspects and details of this grant application package were carefully reviewed by the Superintendent, CFO and CIO.

Commitment to Program Goals: Through the cooperation and coordination of the VPS leadership team (named above) and the support of the Board of Trustees (as indicated in their attached letter of commitment to sustainability efforts), the Project Director will ensure that funding from local, state, federal, and private funding is committed to the program after grant funding terminates. In addition, VPS will create an Enrichment Resource Center complete with instructional tool kits aligning to the curriculum for replication and enhancement. The Project Management Team and the FSA Advisory Council will address issues of coordinated funding and sustainability at least quarterly during their regularly scheduled meetings and at monthly grant management meetings.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 101814			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$448,550	\$0	\$448,500
Schedule #8	Professional and Contracted Services (6200)	6200	\$483,500	\$0	\$483,500
Schedule #9	Supplies and Materials (6300)	6300	\$232,700	\$0	\$232,700
Schedule #10	Other Operating Costs (6400)	6400	\$29,250	\$0	\$29,250
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			X Yes <input type="checkbox"/> No	
Total direct costs:			1,194,000		1,194,000
2.06% indirect costs (see note):			N/A		24,596
Grand total of budgeted costs (add all entries in each column):					\$1,218,596
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,218,596
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$60,930

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 101814			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$65,000
5	Site coordinator (required)	4		\$180,000
6	Family engagement specialist (required)	2		\$110,000
7	Secretary/administrative assistant	1		\$35,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$390,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$0
25	6121	Support staff extra-duty pay		\$0
26	6140	Employee benefits		\$58,550
27	Subtotal substitute, extra-duty, benefits costs			\$
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$448,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101814		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Family Engagement – Contract community service providers to implement activities and provide training to support 21ST CCLC adult participants at \$1,000/center	\$4,000
2	Curriculum Specialists – Contract position(s) to provide each center with training and assistance in the overall planning, designing and alignment of 21ST CCLC lesson plans which align to TEKS \$40/hour at 150 hours (includes fall, spring, summer)	\$6,000
3	Professional Development Training – specialized to provide frontline staff with training on cultural responsiveness, inclusion classroom management, targeted student intervention strategies, and building an urban garden.	\$5,500
4	Academic Support – Contract tutoring and academic assistance for individualized services (# of positions and hours vary by campus) \$50,000/center	\$200,000
5	Mentoring Services – adult advocacy implementation, workplace readiness, student mentoring \$4,000/center	\$16,000
6	Dance/Cheer Instruction – Contract position(s) to provide students with balance, freedom, meditation and soothing skills to improve behavior (fall, spring, and summer) \$20,000/center	\$80,000
7	Intramural Sports – Contract position(s) to provide students with sports and recreational programs to improve health, team building skills, language, and combat high obesity rates \$20,000/center	\$80,000
8	Art/Music Instruction – Contract position(s) to provide students with exposure to the art related instruction not provided on campuses during the day \$20,000/center	\$80,000
9	Program Evaluation – Contract position	\$12,000
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$483,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$483,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 101814		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$232, 700
Grand total:		\$232, 700

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

6300 Detail	
Computer and printer for PD, FES, and (4) SCs 4 Computer Labs-- Year 1 expense only	\$90,000
General Office supplies – grantee level \$2,000, center-level \$6,000, student level - \$3,200	\$10,200
Family engagement supplies and materials	\$10,000
Dance/Cheer equipment for four centers: mats, mirrors, audio equipment	\$30,000
Art and music supplies and equipment: books, instruments and other related materials as these courses are not offered at campuses during the day	\$20,000
Parent Education Summit (Literacy/Learning): Parent workshop materials	\$56,000
Fitness and recreational equipment to combat high obesity rates and Type II diabetes: jump ropes, stopwatches, sand weights	\$15,000
Awards and recognition for participation, attendance, model behavior, etc.	\$1,500
Total	\$232,700

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101814		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$3,250
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$6,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$20,000
Grand total:		\$29,250

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101814			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan					
County-district number or vendor ID: 101814			Amendment # (for amendments only):		
Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director	Focused on district goals and program outcomes. Will have prior experience administering federal/state grants, developing, managing and monitoring a project with budget, program development, community partnerships, data analysis, evaluation, leadership skills, teaching experience. Ability to recruit, train and manage a team. Bachelor's degree required.			
2.	Site Coordinator(s)	Teaching experience, ability to create TEKS aligned activities, strong organization and time management skills, ability to lead planning process and supervise staff, collect and enter data, and accommodate flexible program schedule. Knowledge of the community and its resources, experience working with at risk children and families, staff supervision skills, bilingual candidate preferred. Bachelor's degree required.			
3.	Family Engagement Specialist	Keen awareness of the communities served and experience working with these communities and their resources; organized, strong communication and interpersonal skills; able to work flexible hours; Associates degree in education, social services or a related field. Bachelor's preferred.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone	Begin Activity	End Activity	
1.	Academics	1. All at-risk, high-need students identified, recruited	08/01/2018	02/01/2019	
		2. FES/ SC communicates with all parents of the students	08/01/2018	02/01/2019	
		3. At least 50% of the high-need students enrolled in program	08/15/2018	07/15/2019	
		4. At least 90% of targeted students attend 45+ days	08/15/2018	07/15/2019	
		5. Data analysis for achievement of program objective.	10/01/2018	06/14/2019	
2.	Academics	1. All at-risk, high-need students identified, recruited	08/01/2018	02/01/2019	
		2. FES/ SC communicates with all parents of the students	08/01/2018	02/01/2019	
		3. At least 50% of the high-need students enrolled in program	08/15/2018	07/15/2019	
		4. At least 90% of targeted students attend 45+ days	08/15/2018	07/15/2019	
		5. Data analysis for achievement of program objective.	10/01/2018	06/14/2019	
3.	Attendance	1. All at-risk, high-need students identified, recruited	08/01/2018	02/01/2019	
		2. At least 50% of the high-need students enrolled in program	08/15/2018	07/15/2019	
		3. At least 90% of targeted students attend 45+ days	08/15/2018	07/15/2019	
		4. Increase student attendance from Fall 2017 noted	01/07/2018	01/31/2019	
		5. Data analysis for achievement of program objective.	11/04/2018	07/31/2019	
4.	Behavior	1. All at-risk, high-need students identified, recruited	08/01/2018	02/01/2019	
		2. At least 50% of the high-need students enrolled in program	08/15/2018	07/15/2019	
		3. At least 90% of targeted students attend 45+ days	08/15/2018	07/15/2019	
		4. Decrease in discipline referrals from Fall 2017 noted	01/07/2018	01/31/2019	
		5. Data analysis for achievement of program objective.	11/04/2018	07/31/2019	
5.	Promotion/ Graduation Rates	1. All at-risk, high-need students identified, recruited	08/01/2018	02/01/2019	
		2. At least 50% of the high-need students enrolled in program	08/15/2018	07/15/2019	
		3. At least 90% of targeted students attend 45+ days	08/15/2018	07/15/2019	
		4. Increase student promotion rates from Spring 2017 noted	01/07/2018	01/31/2019	
		5. Data analysis for achievement of program objective.	11/04/2018	07/31/2019	
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

VPS conducted a comprehensive 21st CCLC Campus Needs Assessment process to identify priorities and service gaps for students, working families, and district. Each campus also reviewed existing resources to determine materials needed to implement FSA to guide anticipated services and needs. Disaggregated STAAR data and Campus Improvement Plans were analyzed to create responsive and customized academic and enrichment courses that would benefit key student groups. In addition, the team developed and implemented a parent survey to evaluate the desire for afterschool programs and comparable cost. This survey entailed desired activities and interest for each campus. Consequently, the team developed project proposals for programs in the areas of STEAMS, Aerospace, Athletics (soccer, basketball), Chess, Character Education, Cheerleading/ Dance, Cultural (urban garden), Fine Arts, and Journalism. Each proposal included program descriptions, partnerships, staffing, budget and projected outcomes in relation to student achievement and attendance.

Step Process One: The Superintendent assembled a team to initiate the CNA (Comprehensive Needs Assessment) development process at VPS. Staff, parents, students and school community members were all invited via email and phone calls to participate in the CNA development. The committed participants to the team were asked to bring the latest data sets pertinent to their position which reflected deficiencies. A set agenda dictated the course of the CNA. Quality and experienced grant staff were included to guide toward an effective design that will meet the goals and objectives of the 21st Century CCLC grant requirements.

Needs Assessment Process: All school Directors complete a comprehensive needs assessment and campus improvement plan. This data is compiled, synthesized and presented to the Superintendent, who determines the efficacy of the process and when and how programs are implemented, updated or changed. This information is shared with the Chief Financial Officer, Curriculum and Instruction Officer, Communications Officer, School Directors, and Instructional Coaches, Teachers, and Parents who work collaboratively to design and conduct the annual needs assessment process and create plans to address those findings. Quarterly meetings were held to determine programming and related funding needs to be based on district and campus improvement plans, school and community economics and demographics, student achievement gaps, campus needs and assets, current parent and family engagement levels, and informal input from school leaders, teachers, parents, and students. Formal input was solicited from each campus leader to determine campus need, preferred project partners, the estimated number or percent of students who would likely participate, recommendations for the planning team and examples of how this 21st CCLC program would allow each school to achieve its stated goals. In addition, the planning team reviewed and evaluated student-level information and data from school records; Varnett Public School PEIMS reports; TEA TAPR district and campus profile reports, teacher/counselor referrals; and input from parents. Future updates to this process will include data gathered through student's voice and choice instruments and input from satisfaction surveys administered to student's parents, partners, teachers, program volunteers and school and district leaders. Bi-annual surveys to participate and solicit input regarding program implementation and satisfaction in upcoming surveys.

CNA OUTCOMES: Results revealed there is a need for opportunities for parents to be active participants in their children's education, and receive exposure to workforce opportunities local market. As a result, the Family Engagement Specialist will provide the **Parental Empowerment Program**. This program is designed with a culturally responsive parent centered approach to increasing parents' advocacy and expectations for the success of children. Program themes are centered around 1) Fairness, 2) Firmness, 3) Expectations, 4) Relationships, and 5) Communication. In addition, the need for extracurricular enrichment activities offered through **FULL STEAMS AHEAD** would support the socioemotional development of the whole child, academic achievement and workforce development for working families.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

The Varnett Public School has a variety of community partners which will help supplement the FSA Program, one of which is **Income Tax and Business Unlimited**. This organization provides funding to assist in our annual carnival, a parent and family engagement event. In addition, we have a standing 3 year partnership with the **Houston Food Bank** and their Backpack Buddy Program for at-risk students. Through this relationship we are able to provide packs full of nutritious food each Friday to provide sustenance to students throughout the weekend. Additionally, the Food Bank supplements teacher and tutor supplies at no cost to our school or district through the Teacher's Aid program. The Food Bank also provides food and nutrition education as part of the afterschool enrichment to reinforce health and wellness. In addition, we have fostered collaborations with **Chuck E. Cheese** and **Chick-fil-A** which provide students with incentives for reaching both academic and attendance goals. Additionally the **McDonald's** McTeacher Night assist in fundraising; 15% of proceeds assist in sustaining program financing beyond grant years and provide additional and/or supplemental resources to after-school enrichment programs such as uniforms for athletic, dance and cheer teams, and polo shirts for chess teams.

The Varnett Public School also has a strong partnership with our campuses **Parent Teacher Organizations** who sponsor a range of events each year, including our Parent Empowerment Program which holds at least ten workshops per year on each campus with a focus on teaching parenting skills and inclusion in education.

The **Houston Fire Department** partners with the schools to provide fire safety education. The **Houston Police Department** partners to foster police to community relationship building through a mentoring group and through participation in Career Day.

The Varnett Public School also partners with **Be a Champion**, a Houston based organization which focuses on enrichment and academics in grades K-12, for under-privileged youth in the Houston area. This program provides academic and enrichment activities such as STEM and athletics during the summer. The **Platform Youth** organization will work to develop mentorship opportunities that enhance the educational experiences for students, and support working families with resources to sustain workforce skills. In addition, **Houston Community College**, will provide workforce development in the field of Aerospace trades for parents and families.

The VPS FSA program also plans to partner with several community and state organizations to carry out the program objectives. The frequency of these partnerships ranges from weekly to occasionally. The United Way of Greater Houston, where all 4 campuses are located, provides computer literacy classes which we plan to provide to our parents, on site, using our technology with United Way personnel.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Improvement in Academic Achievement: Students in need of remediation, in danger of failing, or with recent academic failures, as determined by data, will be assigned to participate in individualized tutorials, homework assistance, and other targeted academic support activities by content area. We will target, recruit and enroll students based on regularly assessed data (STAAR, progress reports, grades, etc.) and identify struggling students to provide program assistance geared towards students most in need. Participation in these interventions will ideally increase individual student's achievement by tailoring remediation to their needs and cycling students in and out of tutorials as needed. Students achieving or at above grade level will be encouraged to serve as peer tutors to reinforce their own learning and to provide community support to their classmates and foster a sense of empowerment and autonomy over their learning for both the peer-tutor and the student. Narrow Focus: Reading K – 2, Math 3 – 5, ESL/ELL instruction; Broad Focus: student growth ≥ 1.5 grade levels in one year.

- Goals - 90% of all students pass STAAR; 95% of all students improving in math and reading in the first year of attending 45+ days.

Implement STEAMS related content enrichment focusing on student choice, readers/writers workshop, aerospace and computer-based practice and appealing youth programs. Provide small group instruction, content-rich enrichment program, homework help, tutorials and overall needs-based assistance with academics. Share evidence-based best practices via team meetings, training and professional development. Engage parents in learning opportunities to encourage student academic and socioemotional support. Acknowledge all success, attempts at achievement and achievements. **Improvement in Attendance:** By participating in the afterschool enrichment programs, students will see the connection between academics and athletics as we will implement a system wherein students must maintain a "B" average in math, English and science in order to maintain eligibility to participate in enrichment or athletic opportunities. Additionally, use of incentives provided by our community partners will be used to encourage those students participating in both academic intervention and enrichment programs to attend on a regular basis. Target attendance is 98% average daily attendance in all grade levels. Monitor absences and tardiness to identify early areas where student support is needed and work collaboratively with parents towards improvement. Allow for student choice to ensure a wide array of appealing STEAMS based programs and services are provided and target all areas of interest including sports/recreation, art/music, cultural/social and service learning activities that encourage school and program attendance. Maintain continued correspondence between school administration and site coordinators. Continuously share goals with students and parents using all information mediums – mailers, meetings, newsletters, marquees, call outs. **Improvement in Behavior:** The target includes increasing parental and family engagement and providing peer role models, and adult mentors for at-risk children. Unite the school, afterschool/summer program coordinators, community members and families in a commitment to model behavior via anti-drug and violence programs. Implement a character education program which provides both community role models and peer role models who will positively impact the lives of students and empower them as they cultivate the skills necessary to reach their highest potential of character development by demonstrating help, encouragement, respect, common decency, concern, and support. Increased participation in athletic and enrichment programs will help teach students the value and behaviors associated with teamwork, which will help foster a culture of togetherness for both the students and their families. Students consistently displaying behavior issues will be unable to participate in athletic and enrichment opportunities if said behavior deconstructs the workings of the team. **Improvement in Promotion:** Target is 95% matriculation across all grade levels through curriculum alignment in school and after school. Assign an Academic Liaison to work with afterschool staff to align academic and enrichment activities to school day curricula. Create individualized student plans that identify students at risk of grade retention and provide dedicated tutorial services to these students. Routinely track the success of activities and make plans for program improvement when necessary. **Improve Graduation Rates:** Target is to engage students and parents in academic and community achievements. Offer activities which increase student family participation in student's educational attainment. Train staff, provide mentors, and programs which focus on college and career readiness and providing curricula that align with industry employment needs. Decrease student mobility wherever possible to give students a sense of stability and success. Design community-related programs for parents to engage in student academic achievement and develop parenting skills.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Varnett Public Schools used research and evidence-based practices to determine the activities that will address specific student and parent needs to achieve positive student outcomes. Each of the 4 centers will offer services and activities that support all educational areas as needed to complement and enhance:

Academic Performance and Achievement: Services and activities will include, but are not limited to, tutoring, computer literacy, homework check/completion, and educational field trips. Shernoff (2010) used grades as a predictor of academic success and found that engagement in after-school programming contributed to higher grades in Math and English over involvement in activities outside of afterschool programming.

Postsecondary and Workforce Preparation: Our services and activities will include, but are not limited to, resume assistance, engineering/STEM activities, promoting workforce awareness, job and/or college readiness activities, career mentoring, college tours/field trips. Many after-school and summer learning programs expose youth to the importance of college by taking them on visits to college campuses, working with students and families to identify prospective colleges, providing assistance in the college application process, helping families navigate the financial assistance jungle, and providing encouragement and support to students who do not see themselves as college material (Brand & Valent, n.d.);

Positive Youth Development: Services and activities that promote and help to increase the participation of families and parents in the student's educational experience will include, but are not limited to, family literacy programs, technology literacy, parent/student STAAR nights, translation services, as well as programs that create exciting intrinsic motivation to sustain constant student participation such as: arts and crafts activities, character building clubs/activities, cooking classes, cultural awareness, fitness, games (physical/outdoors), leadership training/life skills, music, recreational activities, and student clubs/meetings. In their study, Durlak and Weissberg (2007) discuss that youth who demonstrated involvement in after-school programming showed positive social behaviors. Shernoff (2010), as another example, found evidence to support that participants engaged in after-school programs showed better psychosocial adjustment and social skills than nonparticipants.

Investment in Staff: FSA will prioritize staff training, social emotional learning integration, and program assessments to ensure high quality program implementation under the four-component activity requirements per the Texas ACE Blueprint. In addition to project meetings, site coordinators will take part of the Texas ACE Leadership Academy, which focuses on developing the site coordinators' leadership, management, and coordination skills. Program frontline staff will also receive direct training to ensure quality instruction. To integrate social emotional learning strategies, the Program Director Specialist will utilize the 2013 Collaborative for Academic, Social and Emotional Learning Guide: Effective Social and Emotional Learning Programs Pre-School and Elementary Edition and the 2015 Collaborative for Academic, Social and Emotional Learning Guide: Effective Social and Emotional Learning Programs-Middle and High School Edition, to develop training for all program providers under the goal of providing unified strategies for integration into programming.

Program Quality Improvement System: To assess program quality, FSA will incorporate David P. Weikart Youth Program Quality Intervention (YPQI) model. Elements of YPQI include: 1) quality assessment systems based on the High/Scope Youth Program Quality Assessment; 2) Youth Work Methods training modules; and 3) a set of policies that bring youth and staff into shared quality-related decision-making processes. The YPQI elements are designed to ensure students feel safe and supported to learn and thrive (Weikart, 2015). In Year 1, YPQI targets quality improvement through site self-observation using YPQI assessment tool; Year 2 targets trainings to address areas of improvement through Youth Methods modules; and Year 3 emphasize strategies for sustainability. The proposed FSA Cycle 10 Project Director will be trained as an external YPQI assessor and certified trainer of all 10 Youth Methods modules, which includes trainings on active learning, reframing conflict, setting structure and clear limits, and integrating youth voice in governance. All strategies have previously shown to have positive impact on program delivery. Additionally, Professional Development Director will make use of the resources provided by y4y.ed.gov to provide additional training to staff.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Varnett Public School's 21st CCLC Program will offer academic tutorial programs after school Fall 2018 and Spring 2019 and rigorous academic programming during the six-week academic component in Summer 2019. All program centers will provide STEAMS-based tutoring services in the each of the core subjects and will incorporate the arts, as well as sports and recreational activities. Centers will feature scientifically researched-based best practices such as differentiated instruction, hands-on projects, project-based learning, team building skills, small group instruction, cooperative learning opportunities, critical creative thinking and grouping, and other supporting strategies. Additionally, centers will aid in facilitating teacher and Program Team collaboration around data-driven common assessments.

Our goal is to improve Science, Technology, Engineering, Arts and Mathematics, (STEAM), education and student achievement outcomes to foster the future of STEAM in the 21st Century. Throughout the course of the year students will receive instruction in the areas of aerospace with a focus on rocketry and aviation. Rocketry curriculum is derived from NASA, and paired with Federal Aviation Administration (FAA) methods and practices. Arts will be incorporated in the designing and crafting of drones, rockets and gliders and installation art.

Although our district continues to meet the standard, 2017 revealed the lowest scores in the last three years on average in all subjects and core except for reading, which after an 11 point decrease between 2015-2016 received only a 3 point gain in 2016-17 school year. Implementation of the 21st-century grant will provide the supplemental support for student advancement, and a system of sustainable growth in years to follow in the areas of academic achievement and workforce development.

Academic Year	All Test Averages			Content Areas			
	State	Region	District (VPS)	Math	Reading	Writing	Science
2017	75	76	66	69	64	61	63
2016	75	76	73	76	61	70	73
2015	77	77	71	*	72	67	77

Students in need of remediation, in danger of failing or with recent academic failures will be assigned to participate in individualized tutorials, homework assistance and other targeted academic support activities by content area. Data from benchmark tests, progress reports, weekly formative assessments and report cards, along with input from teachers at weekly grade level team meetings, will determine individualized placement. Students achieving at or above grade level will be encouraged to serve as peer tutors to reinforce their own learning and to provide community support to their classmates. All students will participate in academic enrichment activities designed to enhance their performance in the content areas. The Project Director and Site Coordinators will ensure that students Special Education modifications will be honored during extended day activities and that Individualized Education Plans are followed, updated and modified accordingly throughout the funding period.

The FSA program will offer academic tutorial programs Monday – Thursday for up to 90 minutes each day during the fall and spring and rigorous academic programming for four-six hour days during the six-week summer program. All program centers will provide STEAMS based tutoring services in the each of the core subjects and incorporate the arts as well as sports and recreational activities.

In addition, We would also offer parents and families of students served by community learning centers opportunities to participate in second language acquisition (English, Spanish, Vietnamese, etc.) and workforce development activities focused in the Aerospace Community.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Information will be disseminated for three purposes: 1) to recruit students and parents 2) to engage community and 3) to share program successes.

RECRUITMENT: Information will be distributed via flyers and newsletters in both English and Spanish and will be sent electronically and on paper to parents. The program will be advertised on the campus and district websites, 21ST CCLC website. Announcements will be made during parent meetings, emails and calls to student homes made through the district texting system. For parent related events, the same methods will be used. No methods of advertising that may mislead the general public will be used, as the center will be exclusive to Varnett Public School students and parents.

COMMUNITY ENGAGEMENT: Email, direct mail, and phone calls will be made to community programs to request participation in various program related events to encourage participation in the program with community partners,

SHARING PROGRAM SUCCESES: Information will be shared at board, school leader and team meetings and by letters to parents in both English and Spanish, campus and district websites, local community newspapers and announcements made during parent meetings.

Varnett Public School has long hosted regular site visits from other interested parties regarding the success of our various programs. In addition to making the 21st CCLC program structure and findings available to the public through regular reports, we will also have our sites open to pre-arranged tours to show interested districts or other afterschool providers our model first hand in the interest of transparency and contribution to the field. Program staff will also share information via program trainings and meetings with TEA staff.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16--Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Varnett Public School provides safe transportation to its students, spending significant state and local funds for this purpose. Additional grant funds will support buses for field trips and transportation to and from athletic events during the fall and spring program.

School administrators, Site Coordinators and assigned teachers will monitor student walkers, parent drop off/pick up and bus procedures at each campus during the program hours after school, Saturdays and summer sessions to ensure all students arrive and leave campus in a safe, orderly and supervised manner with the support of an experienced transportation team.

All academic assistance, enrichment, family and parental support and college and workforce readiness activities will take place during after school hours, selected Saturdays during the school year and six weeks in the summer session. The Varnett Public School houses elementary grades K-5 on each campus and PK to 5 on the Southwest campus. For the purposes of this grant, each campus will house its own 21ST CCLC. Activities will occur on each campus and students will simply walk between buildings to their appropriate activity location.

During the school year, participating students will leave their regular classroom and go straight to the cafeteria (or other appointed area) to check in for the 21ST CCLC program participation. The program activities will be offered at each student's home campus of record, so students will only have to be transported to an alternate site for field trips, and other off site activities such as local college/university tours, community events, or character building events that take place. All students' attendance will be tracked daily by attendance roster for immediate real time data tracking that will improve the accuracy of data tracking and minimize administrative cost. During the summer, participating students will arrive to campus and disperse to their respective locations.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As is standard policy, all Varnett Public School volunteers who will work directly with students will be required to submit to a background check (in accordance with district policy) in order to insure that they are not a threat to students and/or staff. As it relates to this program, Varnett Public School, in collaboration with the Project Director, will screen interested parties who wish to serve as volunteers for the 21st 21ST CCLC Program.

Varnett Public School will become a listed agency with Volunteer Houston (<http://volunteerhouston.org>), the city's sole referral service connecting volunteers to nonprofit organizations in Houston and its vicinity. This linkage will provide a selection pool of interested volunteers who can provide new cultural and intergenerational experiences for students who will get to meet and interact with people from all over Texas and the United States. With regards to seniors, Varnett Public School 21st 21ST CCLC program staff will identify community nursing homes to recruit senior volunteers who can prove invaluable in providing program support and mentoring and students can reciprocate with community service club activities. For example, there are twelve senior citizen centers, retirement homes, and care facilities within a ten mile range of Varnett's Southwest campus community. These facilities would be contacted for senior volunteer support.

Once screened and approved, senior citizens and other volunteers will receive the appropriate volunteer training as determined by the Varnett Public Schools Human Resources Department. Further guidance and preparation for senior citizen volunteers working specifically with children in the 21st 21ST CCLC Program will be designed and presented by the Project Director and Site Coordinators and updated annually as needed.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Varnett Public School is committed to continuing and expanding, where applicable, the 21st Century program beyond the initial funding period and promises the following: to maintain accurate, up to date records of grant activities and expenditures; to file accurate, thorough interim and final progress and financial reports in a timely manner; to fully account for the accomplishment or failure to accomplish each program objective and performance target; to demonstrate our intent and commitment to the implementation and operation of the 21st CCLC grant program in subsequent years, should continuation funding be available; to continue to participate in the grant program in subsequent years if available and awarded; to seek input and guidance from TEA and Texas ACE and to share details of our model and the result of our pilot program with others.

Sustainability Plan – Varnett Public Schools' Superintendent oversees all district grant seeking activities, and works with related departments to coordinate the efficient use of local, per-pupil funding and grants from the state and federal Title funds in the operation of granted programs. These efforts to identify additional funding sources and to maximize state and local allotments will continue over the next five years so that this 21st CCLC program can be sustained, expanded and continued after the TEA funding period ends. Increased average daily attendance will result in the increased funding, and build a consistent enrollment in enrichment program. In addition, the development of the Enrichment Resource Center will allow the replication of set programs in years to come, and foster innovation in classroom instruction.

Upon notice of funding, the Project Director will seek advice and council from the members of both the Project Management Team and the Project Advisory Team in order to identify and secure local, state, federal and private funding to coordinate for grant sustainability and program continuation. Each quarter of the funding period, the Project Director will update the sustainability plan with additional resources and project partners and will secure commitments of continuation funding at all levels as appropriate.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

During the project planning phase, in collaboration with the Chief Financial Officer, each campus identified the federal, state, and local programs that could potentially be combined or coordinated with the proposed program to make the most effective use of public resources and maximize program effectiveness.

As a statement to the commitment to the 21ST CCLC after-school and summer program, each campus will commit to provide:

- **State/Local:** Additional support to the Family Engagement Specialist through the assistance of Parent Liaisons at each site (\$140,000-Title I, Part A); Parental education support for supplies and materials used to enhance language for adult ELL/ESL learners with Rosetta Stone software (\$50,000-Title I, Part A); the campuses plan to make effective use of local public resources by making available, safe classrooms, technology labs, cafeterias, resource centers, libraries, gymnasiums and playgrounds.
- **Federal:** During the school year's after-school and summer program, children will be provided nutritional services to be supported by Title II Federal Child Nutrition program with costs to be determined based on students' attendance. In addition, the district will provide transportation to sporting events that support the enhancements of the STEAMS initiative. Varnett Public School provides safe transportation to its students, which spends significant state and local funds for this purpose. Additional grant funds will support buses for field trips.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101814

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	VARNETT CHARTER SCHOOL 5025 S Willow Dr, Houston, TX 77035		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	101814101				
	Cost per student	\$1,000.00				
	"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	60		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	THE VARNETT SCHOOL – NORTHEAST 8305 Mesa Rd, Houston, TX 77028		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	101814102				
	Cost per student	\$1,000.00				
	"Regular" student target (to be served 45 days or more annually):	250	Parent/legal guardian target (in proportion with student target):	60		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	THE VARNETT SCHOOL – EAST 804 Maxey Rd, Houston, TX 77013		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	101814103				
	Cost per student	\$1,000.00				
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):	60		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
Center 4	THE VARNETT SCHOOL – SOUTHEAST 12707 Cullen Blvd, Houston, TX 77047		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	101814104				
	Cost per student	\$1,000.00				
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):	60		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 5			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
Center 6			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:					
	Cost per student	\$				
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Center 7		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student	\$			
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				
Center 8		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student	\$			
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				
Center 9		Name and physical address of center site:	The campus is (check all that apply):	Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student	\$			
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student		\$			
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):	
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name:						
9-digit campus ID number:						
Estimated transportation time:						

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Step 1 (Selection of Staff and Alignment of Duties): Selecting a highly qualified Project Director with experience is an essential priority for grant management as the Project Director's (PD) key role is the effective and efficient management of this complex, multi-site project. The PD will be directly accountable for implementing a high quality program that is in alignment with and a natural extension of the school day and is the result of a monthly coordinated partnership among public, private and district entities. The PD will ensure compliance with all applicable local state and federal policies and procedures; work with district financial and business staff to maintain fiduciary and financial responsibility for all grant activities; keep accurate accounting data, records and archiving of supporting documentation for all charges; classify and report the accounting transactions properly; certify expenses are true and correct; and prepare and submit written expenditure reports in coordination with district finance and business staff. Additionally, at all stages of implementation and management, The PD will undergo an intense training which insures that key curriculum and instruction, student services, and business staff are in place. **Site Coordinators (SC)** will attend a two-week orientation to be educated on how to manage the 21st CCLC program on a campus level. The training will be on budget management, amendments, and activity schedules. Each coordinator will be provided with binders that include all written compliance procedures and processes for: attendance records, lesson plans, and program planning and communication compliance. The binders will act as organizational tools for critical documents and provide a system for accurate data SC must complete an amendment. All campus expenditures will undergo oversight by the PD, Chief Financial Officer, Curriculum and Instruction Officer and Superintendent prior to approval. SC will develop a standard method for teachers to easily and readily identify students in need of academic assistance based on the five indicators described above. SC will also work with grade level team leaders, attend faculty meetings and training and meet with campus administrators to ensure after school programs are serving their appropriate targeted students. SC will register students into activities, meet with students regarding policies, offerings, opportunities, requirements, and emphasize the benefits of and incentives and awards for regular participation and attendance. SC will review student participation and academic progress throughout each semester and will target SC and Family Engagement Specialists will communicate with students and parents via phone calls, fliers, marquee announcements, and emails regarding program information: dates, times, course offerings, procedures, etc. **The Family Engagement Specialist** will receive training and work directly with sites and specifically monitor campus parental engagement activities as well as the number of adult participants served. The Family Engagement Specialist and SC will acknowledge and recognize parents and volunteers who participate in 21ST CCLC program on a monthly basis and will provide parents with updates on their child's improvements for further validation, reinforcement and celebration at home. Opportunities for parent education and 21ST CCLC activities which allow parents to actively engage in the student's learning will collectively strengthen the home-school connection and provide a caring community of program services that will support student participation, persistence and retention. **Step 2 (Ongoing Data Driven Decision Making):** Retention and recruiting strategies include continuous progress monitoring of the target students served. SC will maintain accurate student records of those in need of academic assistance, cross referenced with actual attendance in the 21ST CCLC program. Non-program hours will be used for communication with parents and teachers to align programming, follow up on attendance, refer students for additional support, coordinate with program partners, and make program adjustments that meet the students' unique needs and follow up with students to encourage retention. Monthly recognition celebrations for attendance, persistence, academic performance, behavior and participation will be held to maintain attendance. **Up-to-date information** on campus progress in implementing the grant and providing a high quality program will be communicated regularly with site coordinators and district administration through weekly updates, monthly project team PD to share TEA updates, address any campus concerns and share best practices on program implementation. The Project Director will also provide ongoing technical assistance as needed. **All campus staff involved** with 21ST CCLC programming, will be required to attend at least two professional development workshops per semester to learn about best practices in their field. In addition, the Project Director will closely monitor the activities schedule and implemented at each campus to ensure that submitted site schedules mirror actual programming and are in direct alignment with campus and grant requirements. **Step 3 (Ongoing Program Evaluation):** The Program Evaluator will provide a thorough training to all site coordinators and monitor the program to ensure timely and accurate data is entered into the database system and to conduct data analysis to identify any discrepancies.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101814

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The independent evaluator will apply qualitative and quantitative data collection methods to gather information to report on the required performance measures, assess program performance for the annual evaluation, and provide a robust formative evaluation to identify and correct project difficulties. Coordinators will collect and enter student enrollment and program attendance data into a database. Coordinators will also collect data on staff training, innovative instructional activities, adult advocates, and project staff meetings using attendance logs, meeting minutes, and short surveys. The Project Director will collect qualitative information at each site during formal site visits using two tools 1) the Compliance Observation Form to assess site level compliance with ACE funding requirements and verify site activities; and 2) the Assessment of Afterschool Program Practices Tool (National Institute on Out of School Time, 2008) to assess and rate program quality. The independent evaluator will collect supplemental data through open-ended stakeholder survey questions, focus groups and interviews.

To collect quantitative student performance data, the independent evaluator will collaborate with the Chief Instructional Officer and Data Analyst to obtain student grades, school-day attendance, district benchmark pre/post assessments, and STAAR results in accordance with FERPA guidelines. The evaluator will also create surveys and train staff in the administration of surveys to stakeholders. Surveys will include both standardized measures, such as the School Engagement Scale (Fredricks, Blumenfeld, Friedel, & Paris, 2005) as well as district developed measures tailored to answer specific research questions. The evaluator will also directly survey campus Directors, other community stakeholders, and participants of these trainings. The evaluator will provide technical assistance and analysis support of raw data for the Chief Financial Officer and Superintendent, as requested, to provide information on project refinement. In addition to the final report, the evaluator will prepare a mid-year evaluation brief describing the progress of the evaluation plan and interim performance of defined objectives.

SET MEASURES & DATA COLLECTION

The activities for this program were designed based on the needs determined from STAAR benchmark and actual tests, report card grades, progress reports, common assessments, formative assessments, attendance records (PEIMS), AEIS data, skills checks, office referrals and behavior records, response to intervention progress and paperwork. The aforementioned data was and will continue to be measured, recorded and compared to determine the progress of the students in the program and act swiftly to immediately correct any problems with project delivery. The Site Coordinators will be responsible for daily/weekly input of all required data into the data tracking system and ensure its integrity and accuracy. In addition to the aforementioned data, payroll records, teacher observations, service provider observations, participant feedback, and school leader feedback will be monitored and collected. Data and evaluations will be used to guide and modify existing programs to meet the needs of students and working families. District and campus leaders will incorporate program outcomes, and data into annual comprehensive needs assessments to establish a framework for program sustainability.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 101814		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 101814		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 101814		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 101814		Amendment number (for amendments only):		
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 101814		Amendment number (for amendments only):		
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 101814		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 101814		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #19—Private Nonprofit School Participation			
County-District Number or Vendor ID: 101814		Amendment number (for amendments only):	
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program.</u> Failure to complete this schedule will result in an applicant being disqualified.			
Questions			
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 			
2.	Are any private nonprofit schools participating in the grant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 			
Assurances			
<input type="checkbox"/>	The applicant assures that it disclosed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c) of the Education Code, applicable to all eligible private nonprofit schools.		
<input type="checkbox"/>	The applicant assures that appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and format to be requested.		
<input type="checkbox"/>	The applicant assures that the total award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.		

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: